

# **America in the 20th Century: World War I: The War in Europe**

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# World War I: The War In Europe

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**America In the 20th Century**  
**World War I: The War In Europe**  
**Grades 5-12**  
**Running Time: 29 Minutes**

**PROGRAM DESCRIPTION**

This visually rich program is the first of a two-part World War I unit of study from the **America in the 20th Century** series. ***World War I: The War in Europe*** provides a clear and concise narrative discussion of the conflict illustrated by seldom seen photographic and film images - carefully chosen and dramatically presented. Historically accurate, full-color maps provide geographical context for the program, while cogent narration and a dynamic soundtrack bring the period to life. Topics Include the roots of the war; European military alliances that ignited the war; industrial age technological advances, such as the U-boat, machine guns, air combat and chemical weapons; United States' involvement, including the participation of women and African Americans; U.S. economic policies; and public support for the war effort.

**MATERIALS IN THE UNIT**

Program - ***America in the 20th Century: World War 1: The War in Europe***

Teacher's Guide

This Teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains the following:

- Suggested instructional procedures for the lesson.
- Answer Keys for activity sheets.
- Follow-up activities and projects for the lesson.

### Blackline Masters

Included in this program are ten Blackline Masters for duplication and distribution. They consist of classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the text to the Video Quiz which follows the program presentation.

The Blackline Masters are provided as follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson. The Blackline Masters have a three-fold purpose:

1. To reinforce the objectives of the program.
2. To provide an opportunity for the students to apply and analyze what they have learned from the program.
3. For use as diagnostic tools to assess areas in which individual students need help.

### **INSTRUCTIONAL NOTES**

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content of the programs.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

## **SUGGESTED INSTRUCTIONAL PROCEDURES**

### Teacher Preparation

- Preview the program *World War I: The War in Europe*
- Read the descriptions of the Blackline Masters.
- Duplicate any Blackline Masters you intend to use.

### Student Preparation

The students should be supplied with the necessary copies of Blackline Masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons on the program.

## **STUDENT OBJECTIVES**

After viewing the program *World War I: The War in Europe* and participating in the follow-up activities, students should be able to:

- Identify the underlying and immediate causes of the war.
- Describe the technological advances used in the war.
- Explain the United States' intention for staying neutral and why they finally decided to join the war.
- Explain the efforts made by the United States to join the Allies, including the military mobilization.
- Describe the economic mobilization and public support methods established to help the war effort.
- Identify the American expeditionary force that led the Allies to victory.

## DESCRIPTION OF BLACKLINE MASTERS

**Blackline Master #1: Pre-Test** is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of *World War I: The War in Europe* lesson, which includes the program and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

**Blackline Master #2: Video Quiz** is a printed copy of the questions that appear at the end of the program presentation. The Video Quiz is intended to reinforce the salient points of the program immediately following its completion and may be used for assessment or as a catalyst for discussion.

**Blackline Master #3a-c: Post-Test** is an assessment tool to be administered after the lesson (Pre-Test, program, and follow-up activities) has been completed.

**Blackline Master #4: Discussion Questions** offers questions to spur conversation and to identify student comprehension and misunderstanding.

**Blackline Master #5: Vocabulary Terms** is a list of pertinent terms and definitions.

**Blackline Master #6: American Pride** is an activity for students to research the propaganda postcards and design their own that would have been used to help support the war effort.

**Blackline Master #7: Roots of the War** is a chart for students to complete on the underlying causes of the war and how each contributed to the outbreak.

**Blackline Master #8: Ethics of Warfare** is a writing activity to encourage students to recognize and develop their own



thoughts on the controversial issues of warfare during World War I.

**Blackline Master #9: Choosing Sides** is a group activity for students to list three reasons why the United States should join the Allies and also the Central Powers in the war just as President Wilson may have done when choosing sides.

**Blackline Master #10: Doughboys** is a research activity to discover the origin of the nickname of the American soldiers using a selected web site from the Doughboy Origins Web Site: <http://www.worldwari.com/dbc/originb.htm>.

## INTERNET RESOURCES FOR TEACHERS AND STUDENTS

### For Teachers

<http://wtj.com/wars/greatwar/>

The War Times Journal

<http://www.worldwar1.com/tgws>

The Great War Society

<http://www.firstworldwar.com>

First World War, the War to End All Wars

<http://www.sonic.net/bantam1/wqww1.html>

World War One Webquest

### For Students

*Note: Teachers should preview all sites to ensure they are age-appropriate for their students.*

<http://www.pbs.org/greatwar/>

Public Broadcasting Station

The Great War and the Shaping of the 20th Century

- *Additional websites are suggested to accompany Follow-Up Activities and are included on the Blackline Masters.*

## ANSWER KEY

### **Blackline Master #1: Pre-Test**

- |          |           |
|----------|-----------|
| 1. False | 6. True   |
| 2. False | 7. False  |
| 3. True  | 8. False  |
| 4. True  | 9. True   |
| 5. True  | 10. False |

### **Blackline Master #2: Video Quiz**

- |          |          |
|----------|----------|
| 1. False | 6. True  |
| 2. False | 7. True  |
| 3. False | 8. True  |
| 4. False | 9. False |
| 5. False | 10. True |

### **Blackline Master #3a-c: Post-Test**

- |      |       |
|------|-------|
| 1. D | 6. A  |
| 2. C | 7. D  |
| 3. D | 8. D  |
| 4. D | 9. B  |
| 5. C | 10. B |

The following answers may vary

11. Initially, a series of interwoven military alliances stabilized Europe. These agreements promised the aid of partner countries in the event of attack by enemies. Nations were reluctant to upset this balance of powers.

12. The sinking of the British ship, *Lusitania*, by the Germans; discovering the "Zimmerman Telegram" stating the Germans

would give U.S. territory to Mexico if they would join the Germans at war.

13. Machine guns, chemical gases, tanks, flame throwers, air balloons, airplanes; and an explanation of how these were new or improved in war.

14. Enlist to fight in the war; plant victory gardens; eat meatless meals; observe gasless Sundays, lightless nights; buy Liberty Bonds; view movies supporting the war.

15. Two lines of trenches zigzagging across northern and eastern France (the Western Front) for thousands of miles, wide enough for two men abreast and standing erect to fire their guns; they were congested with rats, mire, lice, and diseases.

16. The seas were neutral territory for transporting goods and contraband; Germans violated the policy by attacking and sinking British ships from U-boats. This, in-part, led the U.S. into war with Germany.

17. African-Americans were segregated into separate units. They were not allowed to join the Navy or Marines. African American officers were only permitted to be in charge of African-Americans troops. The 369th Infantry Regiment was dubbed "The Harlem Hellfighters" and saw more continuous duty on the front lines than any other regiment.

18. George Creel, a muckraking journalist, headed the committee to create propaganda such as movies, books, songs, Four-minute Men speeches, etc., to help "sell" the war to the American public.

Essays should contain the following main points along with an explanation. Answers may vary.

19. Nationalism, tension between German and Slavic peoples; imperialism and rivalry for land; militarism and military

alliances upset the checks and balances system and led to the outbreak of World War I.

20. There were large immigrant population in the U.S. who felt empathy for homelands; to ensure the Allies would be able to repay the debts owed to the U.S., the German sinking of British ship, *Lusitania*; discovery of the "Zimmerman Telegram." German war atrocities

#### **Blackline Master #4: Discussion Questions**

Answers will vary. Possible answers follow.

1. Nationalism, tension between German and Slavic peoples; imperialism and rivalry for land; militarism and Military Alliances upset checks and balances system and led to the outbreak of World War I.

2. The assassination of the Austrian Archduke Ferdinand and his wife by a Serbian nationalist.

3. First war of the industrial age with telegraphs, tanks, movies, and machine guns, etc.

4. President Wilson saw no reason to get involved in Europe's troubles 3,000 miles away; The U.S joined the war because "The world must be made safe for democracy;" sympathy for Britain, France (similar heritage); dislike of German atrocities such as killing civilians; stronger economic ties with the Allies; sinking of *Lusitania*; Zimmerman Telegram.

5. All the countries were reluctant to upset the balance of power, did not want to tip the scales.

6. Women were not drafted or allowed to enlist in the Army. The Navy and Marines accepted female volunteers for non-combat position (nurses, clerks, stenographers, secretaries); they were allowed to serve as army nurses without benefits, equal pay, or military rank. African-Americans were segregated

ed into separate units and were not allowed to join the Navy or Marines. They were trained to be officers in charge of African-Americans only. The 369th Infantry Regiment was dubbed "The Harlem Hellfighters" and saw more continuous duty on the front lines than any other regiment.

7. Assembled, coordinated, and distributed details about war materials and production; used steel from corsets to make battleships; encouraged mass production techniques to increase efficiency and eliminate waste; established price controls; allocated raw materials.

8. Women gave up corsets, enlist to fight in the war; planted victory gardens; ate meatless meals; observe gasless Sundays, lightless nights; bought Liberty Bonds; viewed movies supporting the war.

9. Fabrication allowed parts to be built elsewhere and then assembled in a central shipyard in order to reduce the time needed to build ships. They were transported in a convey system, with large groups traveling together under the guard of heavily armed cruisers circling the fleet.

10. Soldiers were called "doughboys" and were led by General John J. Pershing. In April, 1918, the U.S fought as a separate army and by May, 1918, helped stop the German attacks at Chateau-Thierry, Cantigny, Belleau Wood and Vaux, leading to improved Allied morale. In the summer the U.S. triumphed in the second battle against the Germans at Meuse-Argonne and Saint-Mihiel. By October the Germans began to retreat with a United States and Allied victory imminent.

### **Blackline Master #6: American Pride**

Answers will vary. Postcards can be evaluated on execution, accuracy, creativity, and content.

### **Blackline Master #7: Roots of the War**

Answers will vary. Charts can be assessed on execution, accuracy, and content.

### **Blackline Master #8: Ethics of Warfare**

Answers will vary. Essays can be assessed on execution, accuracy, creativity, and content.

### **Blackline Master #9: Choosing Sides**

Answers will vary. Charts can be assessed on execution, accuracy, creativity, and content.

### **Blackline Master #10: Doughboys**

Answers will vary. Research can be assessed on execution, accuracy, and content.

## **SCRIPT OF NARRATION**

One year after Woodrow Wilson's election as President of the United States, Europe went to war. Wilson had pledged to continue the progressive reforms that were improving American government, business, work and living conditions. Sadly, just four years later, President Wilson asked Congress for a declaration of War against Germany. Extenuating world events had changed his mind and America entered - World War One.

It was called by some: "The War to End All Wars", Socialists dubbed it "The Imperialist War." Soldiers often called it, "The Trench War." World War I was in fact, the first "modern war." A war waged with the ingenuity of the industrial age--from telegraphs to tanks--movies to machine guns.

Despite being a modern war, the roots of World War One were steeped in Europe's tumultuous past. As far back as 1870 France and Germany were enemies. When Germany won the Franco-Prussian war it seized two French provinces, Alsace and Lorraine. From then on competitiveness for European leadership evolved between the two countries, and a spirit of "Nationalism" gripped them both. This Nationalism went far beyond simply maintaining patriotic feelings for one's country.

Instead, Germany, France, and other European countries believed that the interests of their homeland should always be put ahead of world cooperation. The resulting contempt for one country by another inevitably led to the risk of war.

Nationalism was at the root of conflicts between Russia and Austria-Hungary. Russians believed that they were the protector of all of Europe's Slavic people, regardless of which government they happened to live under. For example, Serbia was an independent country, but millions of other Serbs lived under Austria-Hungary's rule. The result was an intense rivalry between Russia and Austria-Hungary for influence over Serbians and the country of Serbia. Poland had been divided among Germany, Austria-Hungary, and Russia, and wanted to re-unite in their own Polish state with self-rule. The Czechoslovakians also wanted freedom and self-determination. Under Austria-Hungary's rule they were not even allowed to use their own language. Consequently, by 1914 Europe was a hotbed of nationalism, and tensions ran high between the governments and their constituents.

While the spirit of nationalism flourished across Europe, many countries were building their global empires. Great Britain and Germany were colonizing Africa and the Middle East in a frenzy of "imperialism." France and Germany were now rivals at home, and abroad, as they clashed over control of Morocco. Russia turned its attention to Europe as she sought control over the Serbs.

The contest for international trade, resources, and land soon resulted in a build up of military strength. The British, Germans, French, Italians, Japanese and Americans began an arms race, stockpiling weapons, recruiting armies and launching battleships to protect their interests at home and abroad. As each country amassed countless weapons and beefed-up their Army and Navies they saw the wisdom of agreeing to military "alliances" --mutual treaties of assistance --that would commit each nation to support one another should they be attacked.

By 1914 there were two major defense alliances: the Triple Entente, later called the "Allies" consisted of France, Great

Britain, and Russia, although Russia had a separate treaty with Serbia. The other, The Triple Alliance, later called the "Central Powers," included Germany, Austria-Hungary the Ottoman Empire and Italy -- Italy would later join the Allies.

For a little while these Military Alliances served as a type of checks and balances system, with each nation reluctant to upset the balance of power. But, despite these alliances, war soon erupted-- a single event would soon tip the scale. On June 28, 1914, in the capital of Bosnia, a village called Sarajevo, Archduke Franz Ferdinand of Austria and his wife Sophie were waving to the happy crowds from their motorcade, when a young man leapt from the sidewalk and shot them both dead. The assassin turned out to be a member of a secret society called "The Black Hand," whose goal was to reunite all Serbs under one rule. The assassination was used by the Austria-Hungary government as an opportunity to make an example of Serbia, and squelch any Nationalist uprisings in the future. One month later, Austria-Hungary declared war against Serbia. If it weren't for the military alliances it might have been a relatively small, localized conflict. Instead, one nation after another was pulled into the fight due to their treaties of support. In order to aid its Serbian allies, Russia mobilized its armed forces. Germany, who was obligated by treaty to support Austria-Hungary, declared war on Russia two days after that. Subsequently, Germany declared war on Russia's ally - France. And one day later, Great Britain - who had a treaty with France - declared war on Germany and Austria-Hungary. World War I had begun.

As Germany invaded the neutral country of Belgium, no one foresaw how long the war would last, and how gruesome the costs would be. Over 65 million people fought, over 20 million were wounded, between nine and 10 million died on the battlefield, and another 20 million lost their lives due to hunger and disease related to the war. The magnitude of the killing was unprecedented. In just the first three months of the war nearly the entire original British army was wiped out.

Despite all the carnage, the battle lines remained almost stationary in France. The "Western Front," as it was known, was



defined by two lines of trenches zigzagging across northern and eastern France for thousands of miles. Wide enough for two men to walk abreast and stand erect to fire their machine guns, the trenches were choked with mire, rats, and lice. German soldiers occupied one line, Allied soldiers the other, between them laid a "no man's land" filled with barbed wire and mud, smoldering with bomb craters. From time to time soldiers would storm out of these trenches and attempt to overrun the enemy only to be met with a hail of bullets. Both sides suffered hundreds of thousands of casualties while accomplishing practically nothing, as the battle lines remained essentially unchanged.

Meanwhile the tools of technology, which had provided prosperity for the industrialized world, were now being used to create more efficient and more ghastly weapons. A soldier described the shocking sight of a machine gun that could fire 500 to 600 bullets per minute.

#### Frightened Soldier

*I saw trees as large as a man's thigh literally cut down by the stream of lead.*

In 1914 the German army deployed their new cannon against Belgium. "Big Bertha," as it was called, could hurl an eighteen-hundred-pound shell nine miles. A year later, at the second battle of Ypres the Germans introduced poison gas to warfare. Soon both sides used chemical weapons like chlorine which suffocated its victims, or mustard gas, that burned the skin and blinded its casualties. By 1916 the British army began using tanks in battle with great success. Before long, however, German soldiers realized that flame throwers, weapons that could shoot a stream of flaming gasoline, could be used to stop them. Balloons, and then airplanes, were converted into weapons of war. When Germany attacked the Belgian city of Liege in 1914, it was the first time civilians were killed by a war plane. Planes were fitted with machine guns and loaded with bombs, and soon began dueling in air to air combat. These "Dogfights" became a common sight over the skies of Europe. Germany's leading fighter pilot, Manfred Richthofen, nicknamed "The Red Baron" by the British because of his brightly painted red Albatross airplane, shot down eighty allied aircraft

before being struck by a bullet from the trenches and crashing to his death.

### Manfred Richthofen

*If I should come out of this war alive, I will have more luck than brains.*

Even more destruction was waiting on and under the Atlantic Ocean as Germany pressed its "unterseeboots" - its submarines - into the battle. German submarines - U-boats - patrolled the Atlantic firing torpedoes on merchant ships trying to deliver supplies to the Allies. It aroused the anger of Americans in particular because they felt that this was a violation of the principle of the "freedom of the seas" - long a cornerstone of United States Foreign Policy.

Germany then launched a U-boat blockade in response to the British blockade along the German coast, which in theory, prevented contraband - weapons and military supplies - from reaching Germany. But the British definition of contraband was wide sweeping, including food and fertilizer for crops. 750,000 Germans died of starvation during the British blockade.

75,000 people lost their lives due to German submarine warfare. The blockades continued the pattern of the war begun in the trenches. Everywhere the fighting was inconclusive, while the new technologically advanced weapons made the lack of victories - more devastating.

Into this battle of death and despair came the United States in the spring of 1917, despite President Woodrow Wilson's promise that the U.S. could stay neutral.

### Woodrow Wilson

*...so far as I can remember, this is a government of the people, and this people is not going to choose war.*

Most Americans, though they felt sympathy for the plight of Europeans, saw no reason to join a fight 3,000 miles away. At the time of Wilson's second inauguration, immigrants constituted one third of the United States' population. More than eight

million German-Americans lived in the U.S. and naturally felt sympathy toward their former homeland. America had the closest ties with the Allies. The U.S. shared a common language and history with England and many democratic institutions. America traded with Great Britain and France twice as much as with Germany, and stories of German war atrocities had outraged many citizens of all ethnic backgrounds.

Still, most Americans wanted to remain neutral, but that was not to be, primarily for two reasons. America entered the war largely to insure that the Allies would be able to repay the huge debts owed to the United States. And America had to prevent Germany from threatening U.S. shipping.

A change in American attitude occurred when the British ship Lusitania was sunk by a German U-boat. Of the 1,198 who were killed there were 128 Americans. More ships were sunk incurring more loss of American lives. When the German Kaiser announced on January 31st, 1917, that U-boats would sink all ships in British waters whether they were hostile or neutral there seemed little choice but to enter the war.

The discovery of "The Zimmerman Telegram" cemented that decision. It was a coded note from German Foreign Minister Arthur Zimmerman to the German Minister in Mexico, promising U.S. territory to Mexico in return for joining the German cause.

#### Arthur Zimmerman

*...we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to re-conquer the lost territory in Texas, New Mexico and Arizona.*

A little over a month later, Congress formally declared war on Germany and The Central Powers. The American public was shocked, but still there was no rush to enlist. The result was Congress to voting overwhelmingly for a draft, requiring eligible men to register with the government. Of the 24 million who signed up, three million were chosen by lottery to serve.

Women were not drafted and the Army would not even let them enlist. The Navy and Marines accepted women volunteers for non-combat positions. Thirteen thousand served as nurses, clerks, stenographers, secretaries, and telephone operators. Women could become Army nurses, but they did not receive the benefits, equal pay, or military rank of Army men.

The number of African-Americans who served in World War One was double their proportion in the general population. African American soldiers were segregated into separate units and living quarters and were not allowed to join the Navy or the Marines. For the first time in history, some African Americans were trained to be Army officers, though they were only allowed to be in charge of African American troops.

The renowned all-African-American 369th Infantry Regiment dubbed "The Harlem Hell Fighters" saw more continuous duty on the front lines than any other American regiment. Two of the 369th's soldiers were the first Americans ever to receive the French military honor, "The Cross of War."

Of course, before any American soldiers were able to fight in World War One, the United States had to get troops and supplies to Europe. The costs of such an operation were staggering. To raise money and get the resources needed the United States government implemented extraordinary measures.

First, the federal government took control of the economy and gave the President the power to fix prices, and regulate certain war-related industries. President Wilson next established the War Industries Board and appointed millionaire financial expert Bernard Baruch to head it. Wilson often called him "Dr. Facts" because of his ability to assemble, coordinate, and distribute details about war materials and production.

### Bernard Baruch

*Every man has a right to be wrong in his opinions. But no man has a right to wrong in his facts.*

No detail, however seemingly trivial, escaped his scrutiny. Baruch noticed that eight thousand tons of steel were used each

year to make lady's corsets. He asked American women to give up that fashion in support of the war. They did, and the steel saved could be employed to build two battleships.

The board encouraged companies to use mass production techniques to increase efficiency and eliminate waste. It also established price controls, allocated raw materials, and told manufacturers what they needed to produce in order to help the war effort. As a result, industrial production increased by twenty percent. Other government agencies controlled the railroads, regulated the use of coal and oil and mediated labor disputes avoiding crippling strikes.

The War Industries Board also created a massive publicity campaign encouraging the public to contribute to the war effort by planting "Victory Gardens" and observing "Meatless Meals" so food could be sent overseas to the troops. "Gasless Sundays" and "Lightless Nights" soon followed.

#### Young Woman

*My Tuesdays are meatless. My Wednesdays are wheatless. I'm getting more eatless every day.*

In order to conserve energy, the War Industries Board even adopted an idea first championed by Benjamin Franklin - Daylight Savings Time - to take advantage of the longer days of summer and use less electricity. And finally, to raise the \$33 million cost of the war the government took two actions. First, it established an "Excess Profits" (or "War Profits") tax on corporate earnings, and higher income taxes on wealthier citizens. Taxes were raised on tobacco, liquor and luxury goods as well. These actions collected about one third of the money needed. The rest was raised by appealing to Americans' strong sense of patriotism. Liberty Bonds were sold. These, in essence, loaned money to the government to fight the war.

Movie stars and newspapers, parades and billboards all carried the message to buy bonds. Amazingly, on average, every adult American lent the war effort about \$400.00 -- a large amount at the time.

Even with the money necessary to fight the war the government realized they would need the popular support of Americans, most of whom had been either neutral or openly against involvement. Therefore, President Wilson appointed a former muckraking journalist, George Creel, to head the Committee on Public Information, our nation's first propaganda agency.

Creel was a giant when it came to advertising and public relations. He called his committee, "...the world's greatest adventure in advertising." Creel convinced the best writers, artists, musicians, and advertising people of the day to help him "sell" the war - from booklets and books for Americans in various languages, to anti-government propaganda messages for our enemies. Creel even got into the movie business with features such as "Under Four Flags" with the help of famous film director D.W. Griffith. These pro-war movies were not only hits, they actually made money for the cause \$852,744 - remarkable, when you realize that it only cost a nickel to see a movie back then. Simply put, Creel helped make an unpopular war popular.

His masterstroke was the creation of a national force of 75 thousand men who would deliver a four minute patriotic speech anytime, anywhere. The "Four Minute Men" spoke on the draft, rationing, bond drives, and victory gardens. By the end of the war they had delivered more than seven-and-a-half million speeches to 314 million listeners. Musicians gave voice to the war. Songs like "Till We Meet Again," "It's a Long, Long Way to Tipperary," "Keep the Home Fires Burning," and "Over There," kept American spirits high.

Meanwhile, the immense task of transporting troops to France began. After years of relying on foreign vessels to take American goods overseas, America's supply of ships was limited. Consequently, shipyard workers were exempt from the draft or given deferments, to make shipbuilding a priority industry. A new construction technique called "fabrication"-- a process by which parts were built elsewhere and then assembled in a central shipyard-- substantially reduced the time needed to build ships. The system worked, and worked well. In a single day - appropriately, the Fourth of July, 1918, America launched 95 ships!

Rear Admiral William S. Simms decided that the best way to get troops and supplies safely past the German U-boats was to use a "convoy system." That meant that merchant and troop transport ships would cross the Atlantic in large groups, escorted by a guard of heavily armed destroyers and cruisers, circling the fleet. The plan cut shipping losses in half. One hundred submarine chaser-boats and 500 airplanes were also used to stop U-boats from sinking ships bound for Europe. Remarkably, of the two million men who sailed to Europe during the war, only 100 were lost to U-boat torpedoes.

General John J. Pershing led the American Expeditionary Force. Pershing believed in aggressive action in combat and was highly regarded by his superiors and the men he commanded. "Black Jack" as he was popularly known among the troops was understood to be fair, courageous and a top-notch administrator.

At first American troops were employed mainly as replacements for European casualties. By April of 1918, Pershing convinced the Allies that Americans should fight as a separate army.

#### General John Pershing

*We came American; we shall remain American and go into battle with old glory over our heads. I will not parcel out American boys.*

Accordingly, American soldiers, called "Doughboys" because of their white belts that they cleaned with pipe clay or "dough," fought together under the command of French Marshal Ferdinand Foch.

By now, the government of Russia had been overthrown by the Bolsheviks led by Vladimir Lenin. And Russia withdrew from the war, signing a peace treaty with Germany. This meant the Germans could now consolidate their army and concentrate on a single front. By May of 1918 the Germans managed to get within fifty miles of Paris. America had arrived "over there" just in time to help stop the German advance at Cantigny. A few weeks later the Doughboys helped thwart the German attacks at Chateau Thierry and Belleau Wood and Reims.

In late summer the Allies, with America's help, triumphed in the second battle of the Marne and in September mounted offensives against the Germans at Saint-Mihiel and in the Meuse-Argonne regions where 1.2 million U.S. troops fought. By October it was clear the tide had turned against Germany and the Central Powers, as German troops began to retreat all along the front.

The victory was not without devastating cost, however. All told, the United States lost 48,000 men in battle, approximately 62,000 died of disease, and another 200,000 were wounded and needed immediate medical care.

### Florence Ballard

*The Army is only 12 miles away... I have Americans, English, Irish, and French, and apart - in the corners- are Germans. They have to watch each other die side by side ...the cannon goes day and night and the shells are breaking over and around us ....I have to write many sad letters to American mothers.*

Thankfully, an end to the slaughter was not far off, although on the home front, the effects of the war were enormous. From fines and imprisonment for those who opposed the war, to new roles for Women and African Americans, World War One was proving to be a major turning point in American history.